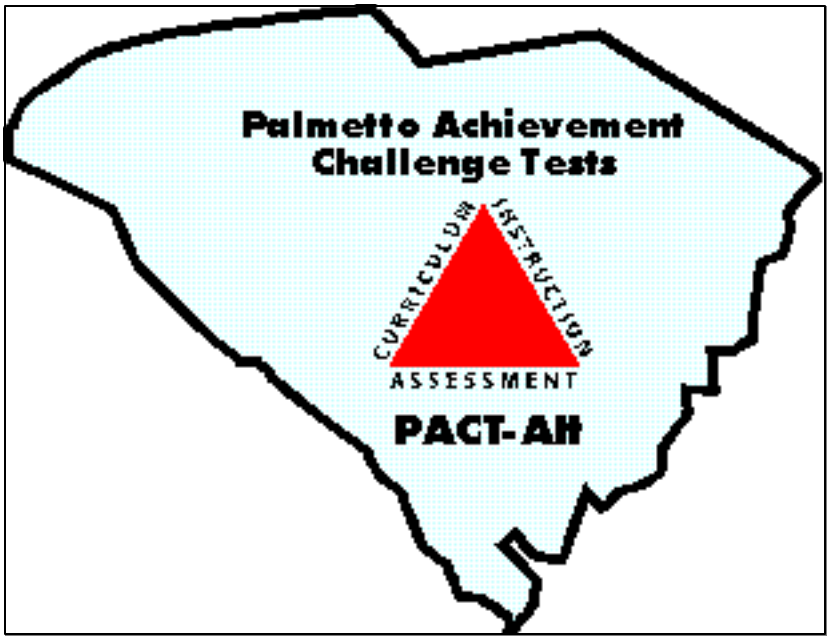
South Carolina

PACT-Alt

Users Guide



2002
South Carolina Department of Education

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Understanding PACT-Alt

The 1997 amendments to the Individuals with Disabilities Education Act (IDEA 97) created the mandate to include all children, including children with significant disabilities, in the state testing and accountability systems.

The South Carolina Curriculum Standards provide the basis for alignment across the state education system for district and school curricula, classroom instruction, units of study and learning experiences. The curriculum standards are the basis for the **P**almetto **A**chievement **C**hallenge **T**ests (PACT), including the PACT-Alt.

PACT-Alt is a portfolio-based assessment system that was developed to meet the needs of students with significant disabilities who cannot participate in the PACT assessment even with accommodations and/or modifications. Portfolios contain evidence of student performance relative to progress within the content areas of the South Carolina Curriculum Standards. Evidence is gathered throughout the year, placed in each student's portfolio, and submitted for scoring at the end of the school year.

The primary purpose of the PACT-Alt is to ensure that students with disabilities who cannot participate in the PACT, have the opportunity to participate in a challenging standards based curriculum that will result in high academic expectations. PACT-Alt is intended for the relatively few students with significant disabilities, generally no more than one to two percent of the school population. The PACT-Alt will ensure that these students are included in the state's education accountability system and will provide a measure of student achievement as well as measure the extent of system support.

To ensure that all students, including students with significant disabilities, are included in the testing and accountability systems and have appropriate access to the South Carolina Curriculum Standards, the alternate assessment is based on the following principles:

- All children can learn, be expected and challenged to meet high standards.
- Special education is an extension and adaptation of the general education program and curriculum, rather than an alternate or separate system.
- The South Carolina State Board-approved standards are the foundation for all students, including students with unique needs and abilities.
- Measurement and reporting must be defensible in terms of feasibility, validity, reliability and comparability.
- Results of the state standards-based program must be used to improve planning, instruction, and learning.
- An alternate assessment is appropriate for the few students for whom the state assessment, even with accommodations, is not appropriate.
- The alternate assessment is designed for a diverse group of students and should be flexible enough to address their individual needs.

Student Participation

The decision about a student's participation in the assessment is made by the student's Individualized Education Program (IEP) team and documented in the IEP. To document the alternate assessment is appropriate for an individual student, the IEP team should review all important information about the student over multiple school years and multiple instructional settings (e.g., school, home, community) and determine that the student meets **all** of the following criteria:

- demonstrates cognitive ability and adaptive skills, which prevent completion of the state-approved standards even with accommodations and modifications;
- has current adaptive skills requiring extensive direct instruction in multiple settings to accomplish the application and transfer of skills necessary for functional application in school, work, home, and community environments;
- is unable to apply or use academic skills in natural settings when instructed solely or primarily through school-based instruction; and
- the inability to complete the state standards is not the result of excessive or extended absences or social, cultural, or economic differences.

Students who meet the participation guidelines and whose age and number of years in school are commensurate with students in grades 3-8 should participate in PACT-Alt.

The PACT-Alt is a portfolio assessment consisting of evidence of student progress toward targeted skills in the mathematics and English language arts curriculum standards. A PACT-Alt portfolio includes two entries in the content areas of math and ELA, a table of contents, parent survey, and a sample of the student's communication instruction. The required evidence includes student work, teacher data, and graphing collected within four quarters in the school year that reflect the student's progress on individualized targeted skills in each entry.

Scoring

Scoring
Scoring took place in a scoring center in Louisville, Kentucky. Scorers were special education teachers in Kentucky who were trained to conduct scoring. Kentucky teachers have been using portfolio assessments with students with significant disabilities for approximately ten years.

Portfolios were reviewed by at least two independent qualified scorers. Students were assigned a performance level in student progress. Program supports, including opportunities for standards based instruction, for student self-evaluation, and for instruction in multiple settings, were evaluated and scored numerically.

Standard Setting
A committee of stakeholders including administrators, teachers, and parents was convened to set standards for the PACT-Alt. This committee reached consensus on a recommendation to report the performance level in student progress as the student score and to evaluate and report separately the program supports scores. This recommendation was consistent with the recommendation of the Education Oversight Committee (EOC) following a year-long review of the PACT-Alt assessment.

The four performance levels are:

Below Basic (BB): A student who performs at the "Below Basic" level on PACT-Alt has not met minimum expectations for student performance based on the South Carolina Curriculum Standards.
Basic (B): A student who performs at the "Basic" level on PACT-Alt has met minimum expectations for student performance based on the South Carolina Curriculum Standards.
Proficient (P): A student who performs at the "Proficient" level on PACT-Alt has met expectations for student performance based on the South Carolina Curriculum Standards.
Advanced (A): A student who performs at the "Advanced" level on PACT-Alt has exceeded expectations for student performance based on the South Carolina Curriculum Standards.

Insufficient Data: No scores for Student Progress or Program Supports were given to portfolio entries (ELA or Math) that had insufficient amounts of data.

Off Topic: No scores were given for Student Progress or Program Supports for portfolio entries (ELA or Math) that did not relate to the required strand from the South Carolina Curriculum Standards.

Benchmarking
Prior to scoring, a committee of South Carolina teachers who had experience with administering the PACT-Alt, scored random portfolios to identify examples of each performance level to be used as training guides for the scorers.

Scoring Student Progress in ELA and MATH:
The final score in Student Progress required an exact agreement between two scorers. Exact agreement occurred when two independent scorers assigned the same performance level to the student progress dimension. See the table below for three examples of how an exact agreement was determined.

Student Progress

	Scorer 1	Scorer 2	Scorer 3	Scorer 4	**Final Score**
Example 1	**BB**	**BB**	**NA**	**NA**	**BB**
Example 2	**B**	**BB**	**B**	**NA**	**B**
Example 3	**A**	**B**	**P**	**P**	**P**

Example 1: Scorer 1 and 2 match exactly, therefore the final assigned performance level is BB. It was not necessary for a third or fourth scorer to review the assessment.
Example 2: The first scorer rated the portfolio as B, the second scorer rated it as BB, and the third scorer rated it as B. Scorer 1 and 3 matched exactly; therefore the final assigned performance level is B. A fourth score was not necessary.
Example 3: The third example illustrates Scorer 1 rated the portfolio as A, the second scorer rated it as B, the third scorer rated it as P as did the fourth scorer. Scorer 3 and 4 matched exactly; therefore the final assigned performance level is P.

Program Supports
Numerical scores were assigned to these three dimensions of the scoring guide. Standards, Opportunity for Student Self Evaluation (PME), and Multiple Setting Instruction were scored adjacently using a 1-4 scale. Adjacent score means that scorers ranked the program support dimensions similarly. For example, 1 and 2 are adjacent numbers. In this case the scores were averaged as the scoring indicated the dimension had characteristics of both levels. The table below illustrates the possible combinations of scores including the final score.

Scorer 1	Scorer 2	Scorer 3	**Final Score**
1	**1**	**NA**	**1**
1	**2**	**NA**	**1.5**
1	**3**	**1**	**1**
1	**3**	**2**	**2**
1	**3**	**3**	**3**
1	**3**	**4**	**3.5**
1	**4**	**1**	**1**
1	**4**	**2**	**1.5**
1	**4**	**3**	**3.5**
1	**4**	**4**	**4**
2	**2**	**NA**	**2**
2	**3**	**NA**	**2.5**
2	**4**	**1**	**1.5**
2	**4**	**2**	**2**
2	**4**	**3**	**3**
2	**4**	**4**	**4**
3	**3**	**NA**	**3**
3	**4**	**NA**	**3.5**
4	**4**	**NA**	**4**

Scoring Guide

The PACT-Alt Scoring Guide was used to assign a score on each entry within the portfolio. The Guide has two parts. PART 1 evaluates students progress toward targeted skills based on the South Carolina Curriculum Standards. PART 2 evaluates effective practice in three dimensions. The first dimension addresses the extent to which the student has opportunities for standards-based instruction; the second dimension, self-evaluation assesses opportunities the program affords the student to plan, monitor, and evaluate his own performance. This dimension evaluates the opportunities offered by the program, not the number of times the student actually does plan, monitor, and evaluate his/her performance. The third dimension evaluates opportunities that student has for instruction in multiple settings. The participation guidelines specify that students who are included in the alternate assessment have difficulty in generalizing or transferring skills; therefore, instruction in a variety of settings is an important part of the student's program. Portfolios were also scored on evidence of student mode of communication. If there was not evidence of a mode of communication, the portfolio was scored below basic in all areas for ELA.

Scoring Guide

SOUTH CAROLINA
Palmetto Achievement Challenge Tests-Alternate Assessment (PACT-Alt)

The PACT-Alt is a portfolio assessment consisting of several pieces of evidence of student progress toward targeted skills based on the South Carolina Curriculum Standards in mathematics and English language arts. The scoring guide below is the basis for determining scores for student progress and program supports in mathematics and English language arts.

SCORING GUIDE

Part 1 provides information on student progress toward meeting the South Carolina curriculum standards.

PART 1	Below Basic	Basic	Proficient	Advanced
Student Progress	Evidence of student progress on functional targeted skills is not clear or present.	Student performance clearly evidences progress on functional targeted skills, supported by data within three quarters.	Student performance clearly evidences progress on functional targeted skills and demonstrates increased complexity, supported by data within three quarters.	Student performance clearly evidences progress on functional targeted skills and demonstrates increased complexity, supported by data within all four quarters.

Part 2 Provides score on effective Program Supports and practices.

Part 2	1	2	3	4
Standards	Little evidence that the student's functional targeted skill is taught within age-appropriate standards based activities.	Student's functional targeted skill is taught within several age-appropriate standards based activities in three quarters.	Student's functional targeted skill is taught within a wide variety of age-appropriate standards based activities in three quarters.	Student's functional targeted skill is taught within an extensive variety of age-appropriate standards based activities in four quarters.
Opportunity for Student Self-Evaluation	There is little evidence that the student self-evaluates performance on the functional targeted skills by • planning, • monitoring, • evaluating, • using evaluation to improve performance.	There is evidence that the student inconsistently self-evaluates performance on the functional targeted skills by • planning, • monitoring, • evaluating, • using evaluation to improve performance.	There is clear evidence that the student frequently self-evaluates performance on the functional targeted skills by • planning, • monitoring, • evaluating, • using evaluation to improve performance.	There is clear evidence that the student consistently self-evaluates performance on the functional targeted skills by • planning, • monitoring, • evaluating, • using evaluation to improve performance.
Multiple Setting Instruction	There is evidence that the student has instruction and opportunity to perform the functional targeted skill only in specialized environments.	There is evidence that the student has instruction and opportunity to perform the functional targeted skill in two settings.	There is clear evidence that the student has instruction and opportunity to perform the functional targeted skill in three settings, one of which must be with nondisabled peers or in the community.	There is clear evidence that the student has instruction and opportunity to perform the functional targeted skill in four or more settings, one of which must be with nondisabled peers or in the community.

Scoring Guide Clarifications

The scoring guide for the PACT-Alt was developed using a set of criteria as a guide. The criteria found in the dimensions of the scoring guide were selected based on research that supports these factors and are positively related to increased academic achievement of students with significant disabilities.

The following are clarifications of the scoring guide which were used to assign a score to the PACT-Alt portfolio. These clarifications are derived from the key language in the scoring rubric.

Part 1: This section of the scoring guide measures student progress on a functional targeted skill that is taught in the context of the state curriculum standards.

Student Progress Dimension:

Student Progress	Evidence of student progress on functional targeted skills is not clear or present	Student performance clearly evidences progress on functional targeted skills, supported by data within three quarters	Student performance clearly evidences progress on functional targeted skills and demonstrates **increased complexity**, supported by data within three quarters	Student performance clearly evidences progress on functional targeted skills and demonstrates **increased complexity**, supported by data within all four quarters

Definitions

Student progress – evidence is provided that learning has occurred (instructional program data, supported by work samples, scripted video, regular teacher or peer narratives) consistently throughout each quarter of the portfolio entry. Primary evidence is teacher data collection and graphing.

Functional – the degree to which an activity has meaning for a student in current or future environments and results in increased capacity or independence; meaningful (functional) skill instruction is based on a student's needs in his or her home, school, community, and workplace.

Targeted skill – is what the teacher has clearly identified that the student is to learn within an entry. When developing the instruction to be evidenced in the assessment, only one targeted skill should be used for each content area entry. This can be an IEP objective or it may be a new skill.

Increased complexity – based on evidence from the data collected regarding progress that the teacher has increased the level of difficulty, added steps in a new environment, or decreased the prompt level required. At the beginning of each quarter, baseline data should be documented. This is a clear way to determine if the student is making progress across the quarter. As the student gains proficiency in specific steps to attain the skill, the teacher

should reevaluate and increase the level of complexity to continue toward independence or skill acquisition.

How Student Progress was Scored:
Each entry was required to show evidence of student progress through data collection and graphing for three quarters. If the evidence of student progress was not clear, present, graphed, or only evidenced in two quarters then student progress was scored Below Basic. If progress was clear in at least three quarters, but did not show any evidence of increased complexity, then the entry scored Basic. If progress was clear in three quarters and showed evidence of increased complexity, then the entry was scored Proficient. If progress was clear in four quarters and showed evidence of increased complexity, then the entry was scored Advanced.

Part 2: This portion of the scoring guide measures the **opportunities for instruction** based on effective practices and support afforded to the student by the school's program.

Standards Dimension:

Standards	Little evidence that the student's functional targeted skill is taught within **age-appropriate standards based activities**	Student's functional targeted skill is taught within **several age-appropriate standards based activities** in three quarters	Student's functional targeted skill is taught within a **wide variety of age-appropriate standards based activities** in three quarters	Student's functional targeted skill is taught within an **extensive variety of age-appropriate standards based activities** in four quarters

The state standards are the driving force behind instruction, entry evidence, and PACT-Alt portfolio products. Entries may evidence targeted skill/IEP objectives, progress, planning/monitoring/evaluation, and extending evaluation; however, limited evidence of instruction/performance towards the achievement of the state curriculum standards would affect the score on the assessment.

Definitions

Adapted Standards – are the South Carolina Curriculum Standards for Students Participating in Alternate Assessment (Portfolio Guide).

Age-appropriate – the degree to which the skills, activities, materials, and language reflect the chronological age of the student. **Age-appropriate activities, materials, or products should be documented across all quarters.**

Multiple Standard-based Activities – Multiple standards-based activity instruction includes those natural and/or academic activities where the functional targeted skill is most often used. Evidence most likely is validated or cross referenced between the teacher instructional data and the student's planning, monitoring, and evaluation sheets (PME).

How Standards were Scored:
If there was evidence of two different standards-based activities across the entire entry, it was scored 1.0. Similar activities such as choosing cafeteria food, snacks or vending food are considered the same activity even though the settings may differ. Four different standards-based activities evidenced throughout the entry scored 2.0. Six different standards based activities evidenced throughout the entry scored 3.0. Seven or more standards-based activities evidenced throughout the entry scored 4.0.

Student Performance Dimension:

Opportunity For Student Self Evaluation	There is <u>little evidence</u> that the student self-evaluates performance on the functional targeted skills by • planning, • monitoring, • evaluating, • using evaluation to improve performance	There is evidence that the student inconsistently self-evaluates performance on the functional targeted skills by • planning, • monitoring, • evaluating, • using evaluation to improve performance	There is clear evidence that the student frequently self-evaluates performance on the functional targeted skills by • planning, • monitoring, • evaluating, • using evaluation to improve performance	There is clear evidence that the student consistently self-evaluates performance on the functional targeted skills by • planning, • monitoring, • evaluating, • using evaluation to improve performance

Self evaluation (student planning, monitoring, evaluating, and using evaluation to improve performance) relates to entry evidence demonstrating the programmatic opportunities for the student to plan, monitor, evaluate, and use his or her evaluation to improve or focus on improvement. Student monitoring is documented by PME sheets, which may also include student performance graphs. These evaluation sheets may also highlight the student's communication system and the level and type of peer assistance. This dimension evaluates the opportunities the program offers, not the number of times the student actually evaluates performance.

If the student is communicating through objects and pictures or cannot physically mark the sheet, the teacher should note this on the sheet and mark for the student. Hand over hand instruction or partial participation evidence scores the same as full participation because there is evidence that the student had opportunities and access to structured instruction. The scorers checked the Mode of Communication statement on page 2 of the Entry Cover sheet to determine if the student's mode of communication was reflected in the PME sheet.

Definitions

Planning – the entry evidences opportunities for student decision-making about ways to go about complex activities (e.g., notes and gathers needed articles for community-based instruction, eye gazes to choose between two pictures of classmates to work with, collects information about specific community-based recreation activities in order to arrange transportation, surveys class members with a picture list to determine refreshments for school dance). Planning must be done as much as possible by the student and should relate to the

targeted skill/IEP objective and the specific standards based activity. For example, planning or choice may include:

- Materials (counters, book, computer…)
- Methods (using a model, listening…)
- Places (stander, computer lab, hall…)
- Supports (with a friend, group…)

Monitoring – maintaining a record of performance of an activity or steps within the activity (e.g., checks off tasks performed at work or in school job, checks off items on a personal grooming list, checks off weekly scheduled household tasks performed at home); monitoring must be done by the student and should relate to the targeted skill/IEP objective.

Evaluation – how the student has opportunities to identify/describe those steps in an activity that were performed well and those that need improvement. Evaluation is an integral part of daily instruction. To extend performance, there must be evidence that the student has an opportunity to identify what was needed to improve and focused effort is shown to improve on that skill/item the next time it is performed. Evaluation must be done as much as possible by the student and must relate to the targeted skill/IEP objective. For example, on a self-monitoring task sheet, the skill that needed improvement would be circled or highlighted and discussed before the task began. If a skill is repeatedly highlighted, this may indicate a need for new instructional strategies, and these might be included in the entry.

How Opportunity for Student Self Evaluation was Scored:
For this dimension, the rating was weighted by the opportunities for instruction in planning, monitoring, evaluating, and using evaluation to improve performance. An entry included samples collected from across the year. If the entry showed little evidence (1–8 opportunities), it was scored 1.0. Inconsistent opportunities evidenced in the entry (9–11 opportunities) scored 2.0. Clear evidence in the entry (12–14 opportunities) scored 3.0. An entry showing consistent evidence (15–16 opportunities) scored 4.0.

Settings Dimension:

Multiple Setting Instruction	There is evidence that the student has instruction and opportunity to perform the functional targeted skill only in specialized environments	There is evidence that the student has instruction and opportunity to perform the functional targeted skill in <u>two</u> settings	There is **clear** evidence that the student has instruction and opportunity to perform the functional targeted skill in <u>three</u> settings, <u>one</u> of which must be with non disabled peers **or** in the community	There is **clear** evidence that the student has instruction and opportunity to perform the functional targeted skill in <u>four</u> or more settings, <u>one</u> of which must be with non disabled peers **or** in the community

Definitions

Settings – instructional environments in schools. For elementary students, settings include multiple places within the school community where the student practices the targeted skill with both disabled and non-disabled peers.

Non disabled Peers – a student without a disability who is within a two-year age span of the disabled student.

How Multiple Settings were Scored:
If an entry provided evidence of the student performing the targeted skill only in a specialized environment, the score was 1.0. If the entry showed evidence that the student received instruction and the opportunity to perform the targeted skill in two settings, the score was 2.0. Settings were scored 3.0 (three settings) and 4.0 (four settings) when the evidence indicated the presence of typical peers or if the setting was in the community. Evidence of typical peers could include a peer note or signature, a picture with a peer caption or a picture of the setting including typical peers and captioned by the teacher, or a note from the teacher in the setting. Supporting evidence was required for any setting outside the classroom. Some types of supporting evidence could have been notes from regular education teacher, other school staff, receipts from community trainings, or scripted videos. A setting did not count if it was listed on the entry cover sheet but not evidenced within the entry.

Use of the Results

As the results are reviewed, please keep in mind that this assessment is designed to measure student performance in two academic content areas: English Language Arts (ELA) and Mathematics. Results should be used to identify academic goals for the student and to improve teaching and learning in the coming year.

Each student's IEP may also identify other educational goals related to the development of specific social, motor, self-help, and study skills. In some cases, these skills coincide with state curriculum standards (communication skills and the English Language Arts standards, for example). To the extent these skills are incorporated into instruction in the two content areas, they may be the focus of the PACT-Alt.

When skills are taught in isolation from the curriculum standards, they should not be included in the PACT-Alt; however they should still be part of the instructional program.

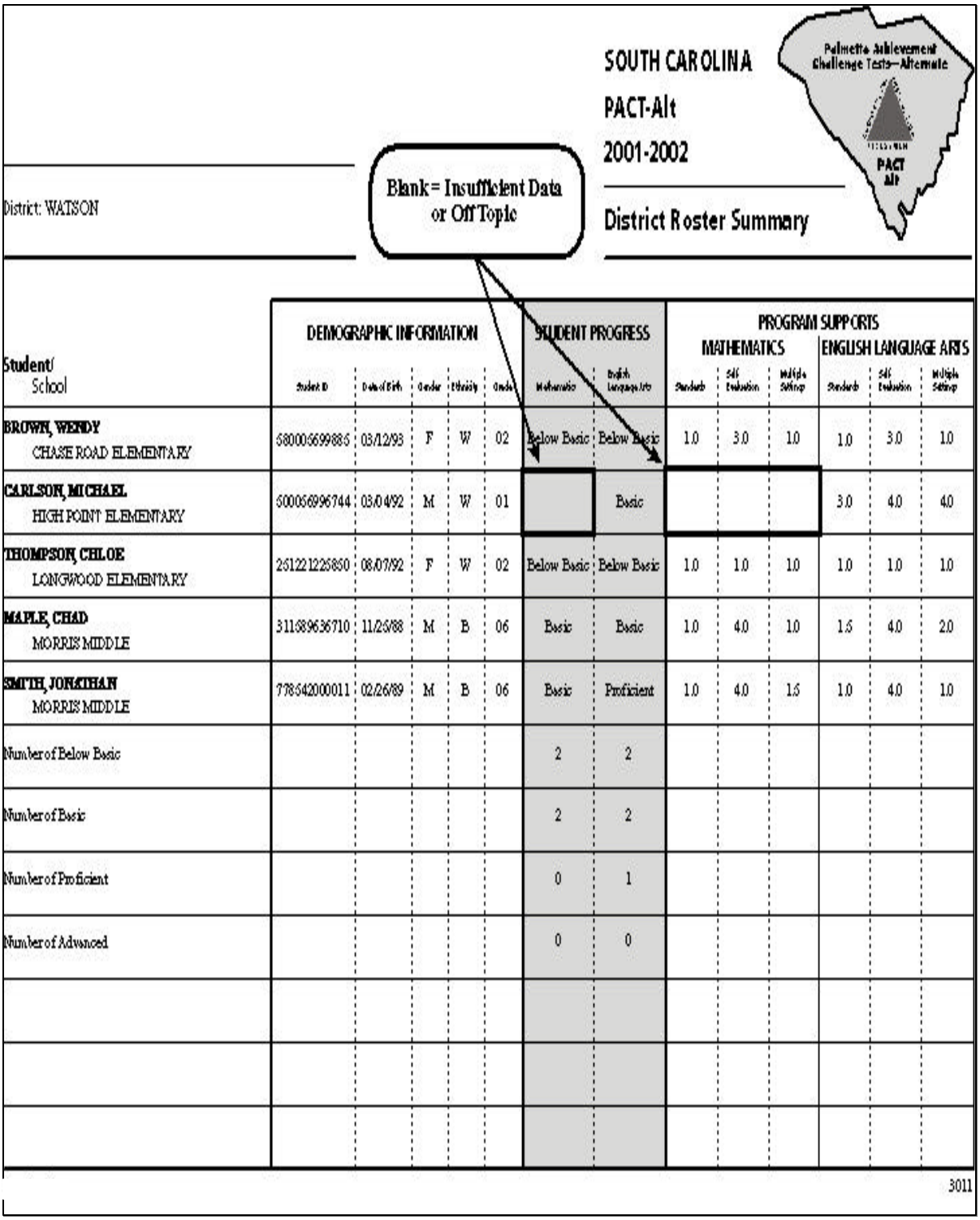
Whenever possible, skills should be integrated into standards-based instruction for students. By doing so, the student will be provided with challenging subject matter and skills that are important for all students to succeed in our society.

PACT-Alt 2002 Score Reports

Score reports are generated for each district and school as well as for individual students. Origin school reports and origin district reports contain data for students who were tested in that district and school. The following chart lists the types of PACT-Alt reports and the number of copies each that the district and school receives.

PACT-Alt 2002 SCORE REPORTS	
Reports to the District	**Reports to the School**
• Origin District Roster Summary - 2 copies • Origin School Summary - 1 copy	• Origin School Summary - 1 copy • Individual Student Report - 2 copies ✓ 1 for School ✓ 1 for Parent(s)

Sample PACT-Alt 2002 District Roster Summary Score Report



SOUTH CAROLINA

PACT-Alt

2001-2002

Palmetto Achievement Challenge Tests—Alternate

PACT Alt

District: WATSON

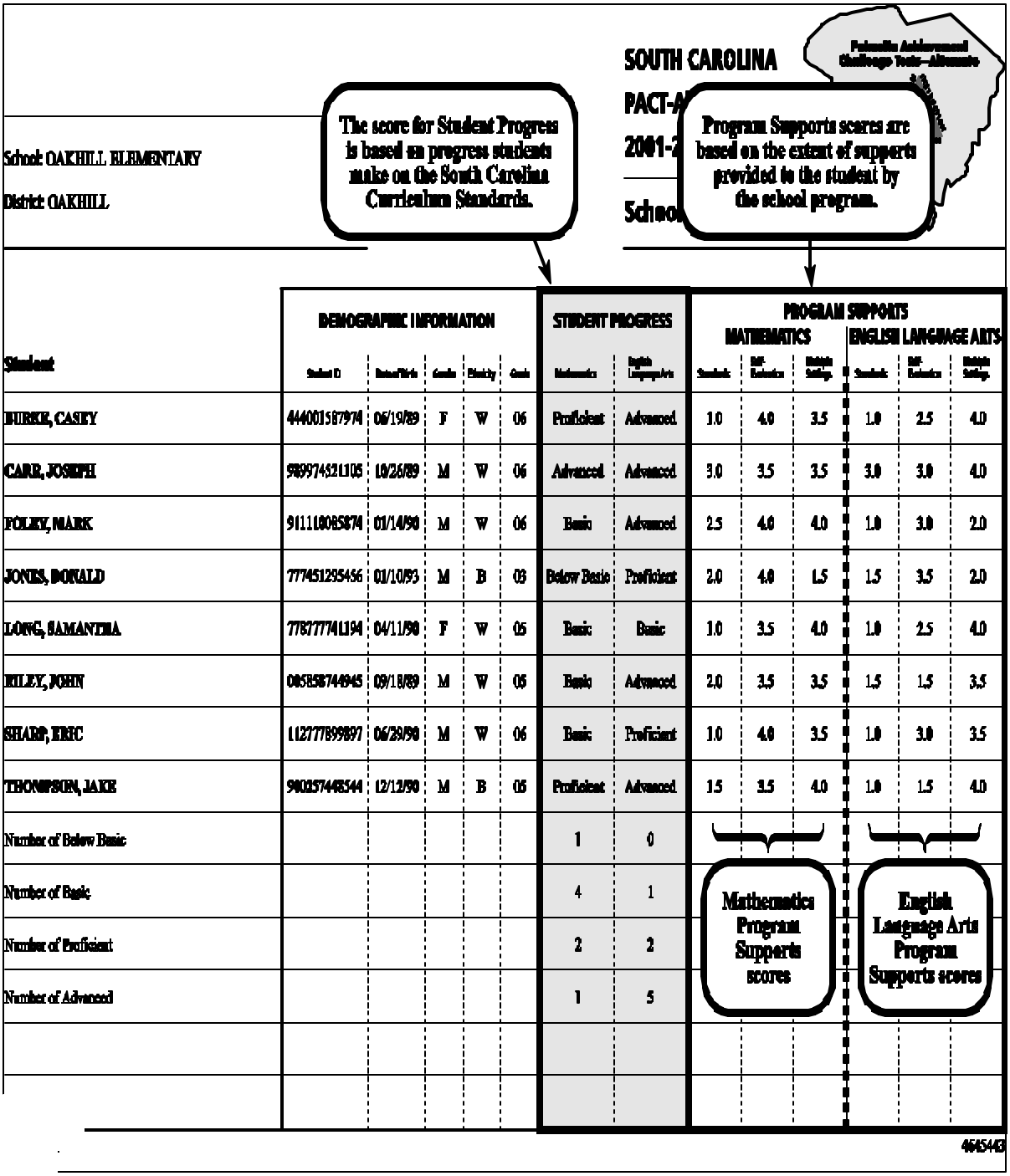
Blank = Insufficient Data or Off Topic

District Roster Summary

Student/ School	DEMOGRAPHIC INFORMATION					STUDENT PROGRESS		PROGRAM SUPPORTS MATHEMATICS			ENGLISH LANGUAGE ARTS		
	Student ID	Date of Birth	Gender	Ethnicity	Grade	Mathematics	English Language Arts	Standards	Self Evaluation	Multiple Settings	Standards	Self Evaluation	Multiple Settings
BROWN, WENDY CHASE ROAD ELEMENTARY	580005699885	03/12/93	F	W	02	Below Basic	Below Basic	1.0	3.0	1.0	1.0	3.0	1.0
CARLSON, MICHAEL HIGH POINT ELEMENTARY	500056996744	03/04/92	M	W	01		Basic				3.0	4.0	4.0
THOMPSON, CHLOE LONGWOOD ELEMENTARY	261221225850	08/07/92	F	W	02	Below Basic	Below Basic	1.0	1.0	1.0	1.0	1.0	1.0
MAPLE, CHAD MORRIS MIDDLE	311589636710	11/26/88	M	B	06	Basic	Basic	1.0	4.0	1.0	1.5	4.0	2.0
SMITH, JONATHAN MORRIS MIDDLE	778542000011	02/26/89	M	B	06	Basic	Proficient	1.0	4.0	1.5	1.0	4.0	1.0
Number of Below Basic						2	2						
Number of Basic						2	2						
Number of Proficient						0	1						
Number of Advanced						0	0						

3011

Sample PACT-Alt 2002 School Roster Summary Score Report



SOUTH CAROLINA PACT-A 2001-2 Schoo

School: OAKHILL ELEMENTARY

District: OAKHILL

The score for Student Progress is based on progress students make on the South Carolina Curriculum Standards.

Program Supports scores are based on the extent of supports provided to the student by the school program.

Student	DEMOGRAPHIC INFORMATION					STUDENT PROGRESS		PROGRAM SUPPORTS MATHEMATICS			ENGLISH LANGUAGE ARTS		
	Student ID	Date of Birth	Gender	Ethnicity	Grade	Mathematics	English Language Arts	Standards	Diff. Reduction	Multiple Settings	Standards	Diff. Reduction	Multiple Settings
BURKE, CASEY	444001587974	06/19/89	F	W	06	Proficient	Advanced	1.0	4.0	3.5	1.0	2.5	4.0
CARR, JOSEPH	989974521105	10/26/89	M	W	06	Advanced	Advanced	3.0	3.5	3.5	3.0	3.0	4.0
FOLEY, MARK	911118085874	01/14/90	M	W	06	Basic	Advanced	2.5	4.0	4.0	1.0	3.0	2.0
JONES, DONALD	777451295456	01/10/93	M	B	03	Below Basic	Proficient	2.0	4.0	1.5	1.5	3.5	2.0
LONG, SAMANTHA	778777741194	04/11/90	F	W	05	Basic	Basic	1.0	3.5	4.0	1.0	2.5	4.0
RILEY, JOHN	085858744945	09/18/89	M	W	06	Basic	Advanced	2.0	3.5	3.5	1.5	1.5	3.5
SHARP, ERIC	112777899897	06/29/90	M	W	06	Basic	Proficient	1.0	4.0	3.5	1.0	3.0	3.5
THOMPSON, JAKE	980257448544	12/12/90	M	B	06	Proficient	Advanced	1.5	3.5	4.0	1.0	1.5	4.0
Number of Below Basic						1	0						
Number of Basic						4	1						
Number of Proficient						2	2						
Number of Advanced						1	5						

Mathematics Program Supports scores

English Language Arts Program Supports scores

4645443

Sample 1 PACT-Alt 2002 Student Score Report

Student: **SWENSON, RICHARD**
Birth Date: 10/14/86
Student ID: 222000458787
Grade: 8
School: JORDAN MIDDLE
District: JORDAN

Palmetto Achievement Challenge Tests—Alternate
PACT Alt

SOUTH CAROLINA
PACT-Alt
2001-2002
Individual Student Report

MATHEMATICS

Student Progress	Program Supports			
This score is based on the progress the student made on the South Carolina Curriculum standards during the 2001-02 school year as documented in the student's portfolio.	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description	Score
Insufficient Data: There was not enough information in RICHARD's portfolio to determine student progress.		Standards	The student received instruction in standards-based activities.	
		Opportunity for Student Self-Evaluation	The student had the opportunity to evaluate his or her own work.	
		Multiple Settings	The student had the opportunity to perform the skill in multiple settings.	

Insufficient Data

Not enough evidence to score Student Progress and Program Supports.

ENGLISH LANGUAGE ARTS

Student Progress	Program Supports			
This score is based on the progress the student made on the South Carolina Curriculum Standards during the 2001-02 school year as documented in the student's portfolio.	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description	Score
Mode of Communication Missing: Evidence of RICHARD's mode of communication was not in the portfolio. Therefore, RICHARD's English language arts score for student progress is BELOW BASIC and each of the program supports is rated as 1.		Standards	The student received instruction in standards-based activities.	1.0
		Opportunity for Student Self-Evaluation	The student had the opportunity to evaluate his or her own work.	1.0
		Multiple Settings	The student had the opportunity to perform the skill in multiple settings.	1.0

Performance Level: BELOW BASIC

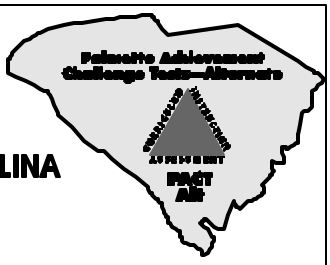
No Mode of Communication

Parent Survey
NO

Parents were asked to complete a survey as part of the assessment process. "No" indicates that the survey was not included in the portfolio.

Sample 2 PACT-Alt 2002 Student Score Report

Student: **LONG, TAMMY**
Birth Date: 10/31/92
Student ID: 188830445666
Grade: 3
School: WATSON ELEMENTARY
District: WATSON



SOUTH CAROLINA
PACT-Alt
2001-2002
Individual Student Report

MATHEMATICS

Student Progress
This score is based on the progress the student made on the South Carolina Curriculum standards during the 2001-02 school year as documented in the student's portfolio.
Off Topic: TAMMY's portfolio was not scored for student progress because it was "off topic." The documentation found in TAMMY's portfolio was not related to the required skill for mathematics: Number and Operations.
Off Topic

Program Supports			
Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	**Program Area**	**Description**	**Score**
	Standards	The student received instruction in standards-based activities.	
	Opportunity for Student Self-Evaluation	The student had the opportunity to evaluate his or her own work.	
	Multiple Settings	The student had the opportunity to perform the skill in multiple settings.	

Did not relate to required Standard; therefore, Student Progress and Program Supports not scored.

ENGLISH LANGUAGE ARTS

Student Progress
This score is based on the progress the student made on the South Carolina Curriculum Standards during the 2001-02 school year as documented in the student's portfolio.
Basic: The evidence in TAMMY's portfolio indicated progress throughout most of the school year. TAMMY met minimal expectations and received a score of BASIC.
Performance Level: BASIC

Program Supports			
Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	**Program Area**	**Description**	**Score**
	Standards	The student received instruction in standards-based activities.	1.0
	Opportunity for Student Self-Evaluation	The student had the opportunity to evaluate his or her own work.	4.0
	Multiple Settings	The student had the opportunity to perform the skill in multiple settings.	4.0

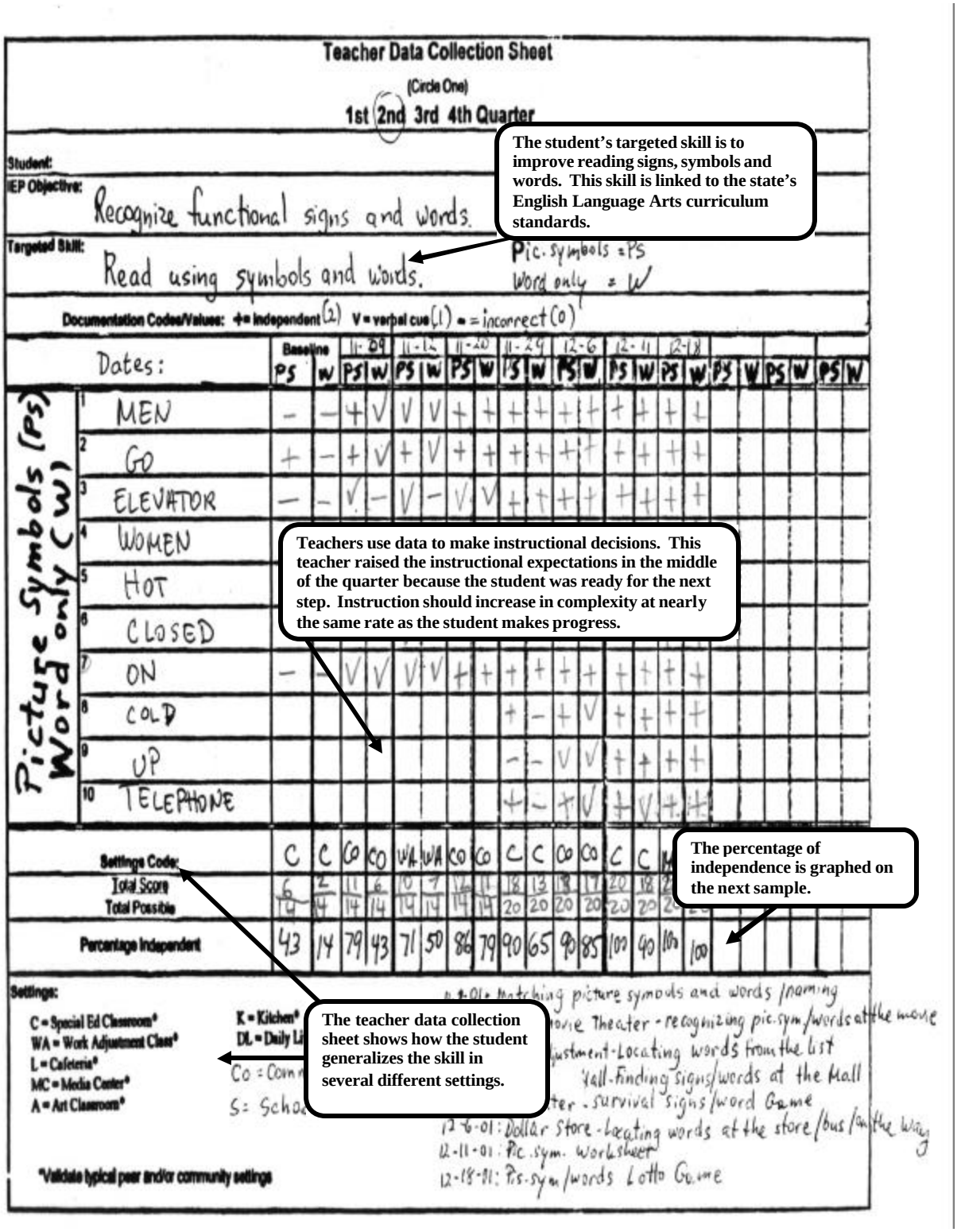
Parent Survey
YES

Parents were asked to complete a survey as part of the assessment process. "YES" indicates that the survey was included in the portfolio.

PACT-Alt 2002 Assessment Scoring Samples

The following samples were collected during the scoring of the PACT-Alt and selected as exemplars. Anonymity has been preserved for the student, teacher, school, and district by eliminating identifying information. Multiple dimensions of the scoring guide criteria may be applied to a single piece of evidence. Each sample is preceded by a brief explanation as to how the criteria apply to the sample.

PACT-Alt 2002 Assessment Scoring Sample 1



Teacher Data Collection Sheet

(Circle One)
1st 2nd 3rd 4th Quarter

Student:

IEP Objective: Recognize functional signs and words.

Targeted Skill: Read using symbols and words.

Pic. symbols = PS
Word only = W

Documentation Codes/Values: + = independent (2) V = verbal cue (1) - = incorrect (0)

Dates:	Baseline PS	Baseline W	11-09 PS	11-09 W	11-12 PS	11-12 W	11-20 PS	11-20 W	11-24 PS	11-24 W	12-6 PS	12-6 W	12-11 PS	12-11 W	12-18 PS	12-18 W						
Picture Symbols (PS) Word only (W)																						
1 MEN	-	-	+	√	√	√	+	+	+	+	+	+	+	+	+	+						
2 GO	+	-	+	√	+	√	+	+	+	+	+	+	+	+	+	+						
3 ELEVATOR	-	-	√	-	√	-	√	√	+	+	+	+	+	+	+	+						
4 WOMEN																						
5 HOT																						
6 CLOSED																						
7 ON	-	-	√	√	√	√	+	+	+	+	+	+	+	+	+	+						
8 COLD									+	-	+	√	+	+	+	+						
9 UP									-	-	√	√	+	+	+	+						
10 TELEPHONE									+	-	+	√	+	√	+	+						
Settings Code:	C	C	Co	Co	WA	WA	Co	Co	C	C	Co	Co	C	C	M							
Total Score	6	2	11	6	10	7	12	11	18	13	18	17	20	18	20							
Total Possible	14	14	14	14	14	14	14	14	20	20	20	20	20	20	20							
Percentage Independent	43	14	79	43	71	50	86	79	90	65	90	85	100	90	100	100						

Settings:
C = Special Ed Classroom*
WA = Work Adjustment Class*
L = Cafeteria*
MC = Media Center*
A = Art Classroom*
K = Kitchen*
DL = Daily Li
Co = Comm
S = Schoo

*Validate typical peer and/or community settings

11-01: Matching picture symbols and words /naming
ovie Theater - recognizing pic.sym/words at the movie
justment - Locating words from the list
Mall - Finding signs/words at the Mall
ter - survival signs/word Game
12-6-01: Dollar Store - locating words at the store/bus/on the way
12-11-01: Pic.sym. worksheet
12-18-01: Pic.sym/words Lotto Game

The student's targeted skill is to improve reading signs, symbols and words. This skill is linked to the state's English Language Arts curriculum standards.

Teachers use data to make instructional decisions. This teacher raised the instructional expectations in the middle of the quarter because the student was ready for the next step. Instruction should increase in complexity at nearly the same rate as the student makes progress.

The percentage of independence is graphed on the next sample.

The teacher data collection sheet shows how the student generalizes the skill in several different settings.

PACT-Alt 2002 Assessment Scoring Sample 2

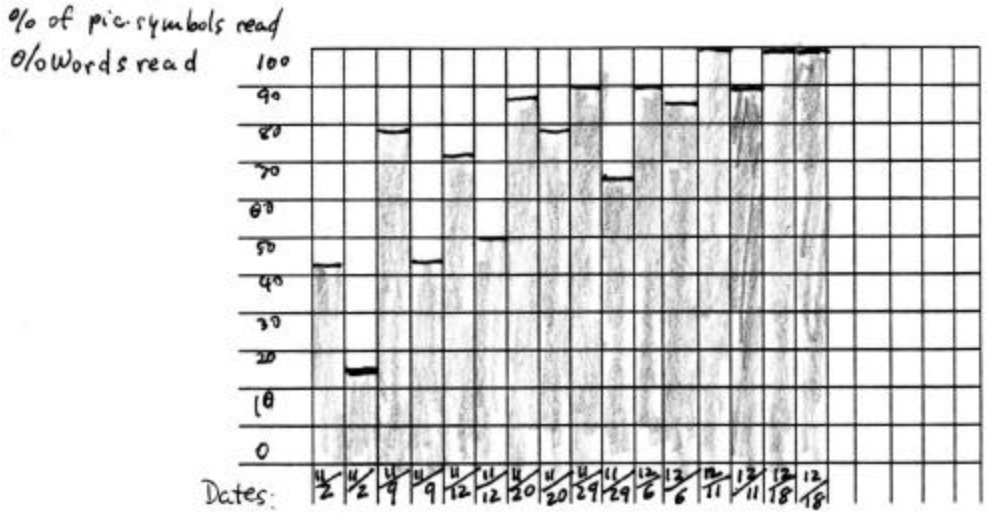
The student's progress is graphed to show gains and losses across the quarter.

Quarter 1 (2) 3 4 (circle one)

Dates: From 11-2-01 to 12-18-01

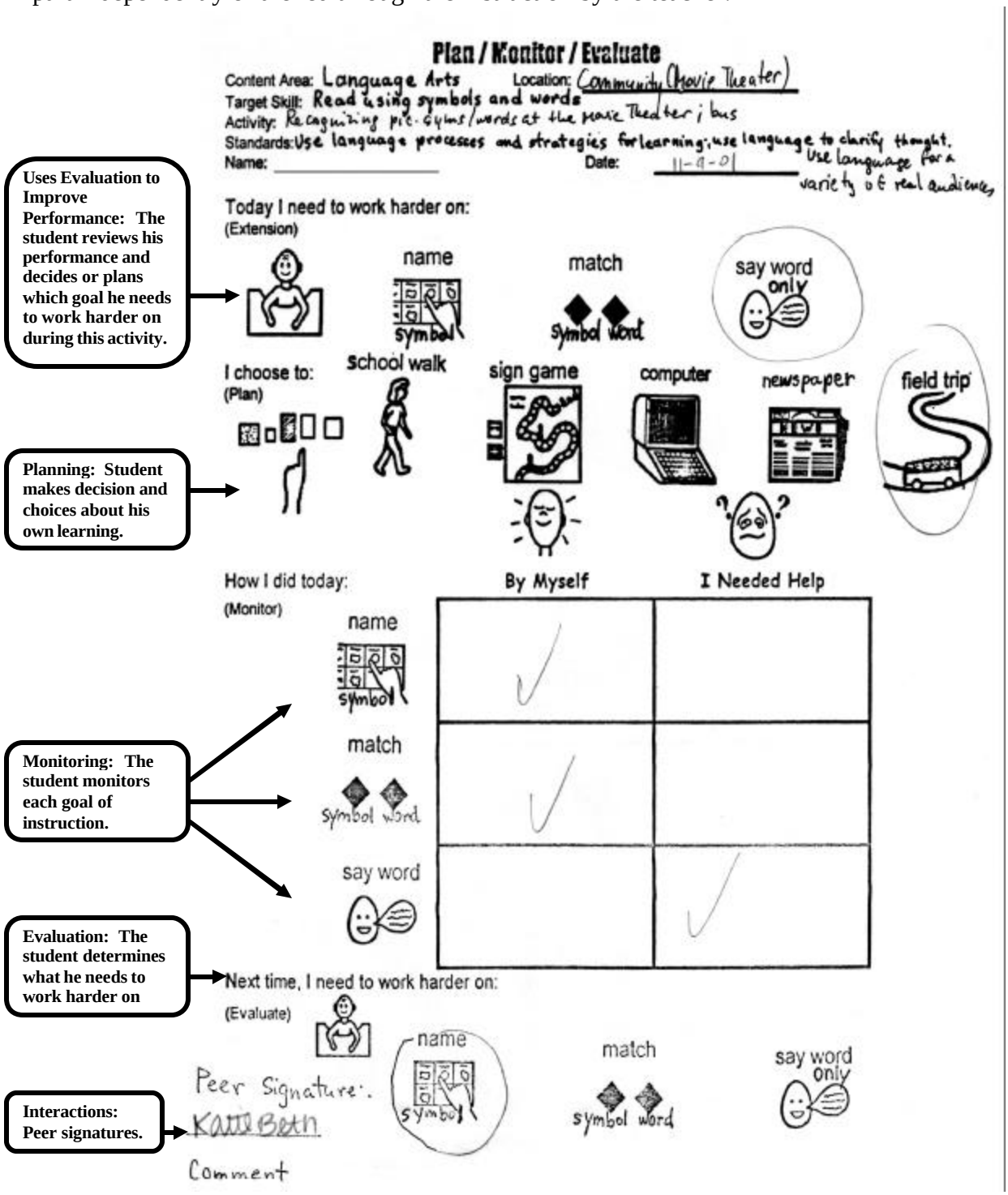
Student Name:

Targeted skill: Read using picture symbols and words



PACT-Alt 2002 Assessment Scoring Sample 3

Structured instruction is an **opportunity** for students to plan/make choices, monitor and evaluate their performance. This is to be afforded to all students whether they can do any part independently or are led through the instruction by the teacher.



Creating Enhanced Programs

The purpose and use of the alternate assessment mirrors those of the state assessment. It will produce information useful for planning and instruction at system, school, and student levels; and it will provide valid and reliable data to document program effects. Portfolio contents are developed so that programs will be in constant movement toward what are currently considered the best instructional practices in special education. Some ways teachers and parents can create enhanced programs are to:

- merge the processes of instruction, assessment, teaching and learning,
- keep working folders at all grade levels, reviewing periodically for on-going assessment,
- examine the portfolio guidelines, requirements, scoring guides, and examples,
- model and practice making extensions and connections throughout the year (extensions occur when students can generalize the skills in natural settings),
- provide opportunities for student planning, monitoring, and evaluating his own performance,
- offer extensive opportunities for students to establish interactions and social relationships with their non-disabled peers, and
- ensure that programs will be based on best practice research in offering integrated settings, age-appropriate materials, functionality, assistive technology, and opportunities for choices.